**Succession Planning for Key Positions**

This workshop combined two excellent programs on succession planning focusing on organizational continuity, excellence and competitiveness to ensure continued customer satisfaction. Mr. Furukawa addressed "Making Values-Based Leadership Development and Succession Planning Actionable." This presentation provided a ground-breaking, validated instrument to help participants identify their own values and those of their organizations. The Naval Surface Warfare Center in Oxnard, California, realized it was sailing into troubled waters when it became obvious to the senior leadership that they all would be retired in two or three years. Gary Dzurec and Lew Taylor delivered training which highlighted how to align succession programs with business needs and mission requirements. This presentation included the major components of a management succession program, a 360° leadership assessment tool, and leadership competency development programs.

"Sailing into Troubled Waters: Your Management Succession Program will Chart the Course" – Gary Dzurec and Lew Taylor (gary_dzurec@grad.usda.gov)

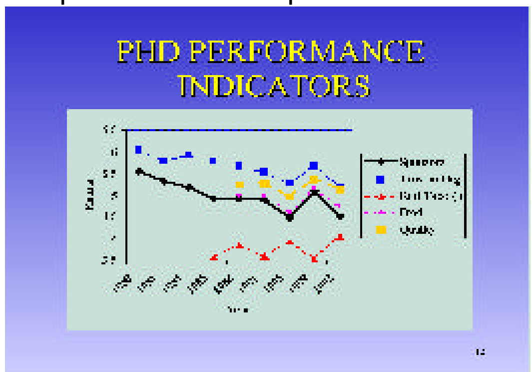
Mr. Dzurec and Mr. Taylor explained the major components of a management succession program, leadership assessment and framework, learning and developmental activities, alignment with organization's business, presented a case study, and discussed pitfalls and best practices in management succession planning. As background, they summarized federal workforce trends which make management succession planning essential if agencies are to assure a diverse group of high-performing, well-prepared individuals with an understanding of agencies' mission, the agencies' values, and a vision of the agencies' future.

A good management succession program has the following components:

- Business Case: Workforce Analysis and Strategic Direction
- Selection of Participants: Number, Level, Functional Expertise
- Senior Leadership Involvement: Clarify Expectations, Highlight Competencies
- Individual Assessment
- Orientation: Begin Assessment and Outline Requirements and Consequences
- Learning and Development Activities
  - Assessment Feedback
  - Individual Leadership Development Plan
  - Classroom Sessions
  - Experiential Learning Teams
  - Developmental Assignments
  - Benchmarking
  - Executive Interviews
  - Readings
  - Coaching and Mentoring
- Graduation
  - Learning Team Presentations
  - Individual Assessment (post)
  - Individual Leadership Development
  - Plan Update
  - Program Evaluation
  - Promotion Rate

Case Study: Port Hueneme Division (PHD) – U.S. Navy

The current leaders came on board in 1960's and 1970s and will retire in 3 to 5 years. There was a void in the leadership pipeline due to past freezes. So the challenges for PHD were uncertainty in future work; heavy current workload, increasing complexities of mission, reshaping of civilian workforce, and needed more business acumen, strategic thinking, systems engineering, and re-engineered processes. PHD performance indicators were:




PHD had positive experience with Executive Potential Program (EPP) but didn't see the need to send large numbers of people to DC for training (time & $). With the Executive Director as the driver, PHD wanted an EPP on site. The requirements would be acceptable performance, willingness to travel, and willingness to learn on own time. The Executive Board determined the key positions to be filled, the number of positions, and who would be nominated; the Executive Director made the final decision. The program would be 18 months with candidates eligible for competitive promotion or reassignment after the first year until 3 years after the completion of the program without any guarantee of promotion (learning priority over job).

PHD senior leadership involvement included nomination process, executive director as driver/decision maker, interviewed top management, determined leadership issues and developmental needs, provided feedback to Executive Board and Director, determined interview results, provided feedback to shape training. They used the following tools for assessment for individual assessment: Myers-Briggs Type Indicator (MBTI – individual assessment) and the Leadership Effectiveness Inventory (LEI), which is a 360 Degree Competencies Assessment. The LEI measures 5 ECQs and 27 competencies developed by OPM as critical for federal government and analyzes the gap between current competencies and required competencies so developmental needs can be prioritized. The LEI provides individual feedback, group feedback, developmental suggestions, professional interpretation for group and individual, and is administered over the Internet. The SES core qualifications assessed by the LEI that PHD wanted in its leaders were:

LEADING CHANGE | LEADING PEOPLE | RESULTS DRIVEN | BUSINESS ACUMEN | BUILDING COALITIONS/ COMMUNICATION

The following leadership competencies PHD sought that were assessed by the LEI are below.


The PHD orientation was a half-day session with a message from the Executive Director, presentations on program requirements, an overview of learning activities, the administration of the MBTI and LEI, and distribution of the required reading *(Built to Last* by Collins and Porras).

Core I classroom sessions (one week each) focused on assessment feedback; leadership development plan; team building, formation of experiential learning teams; PHD mission, history, and core values; current and future challenges; and identification of team projects. The second core sessions (one week each) covered benchmarking, GPRA/strategic planning, project management, stress management, briefing techniques, leading change, managing diversity, and individual leadership development plan reviews. Core III (also one week each) contained sessions on status reports on team projects, benchmarking planning, Executive Director debrief, strategic plan, intervention skills, benchmarking secondary research, and facilitation skills. The Core IV sessions (1 week each) included conflict resolution, emotional intelligence, team project presentations, assessment of individual progress (LEI), leadership development plan update, feedback/evaluation of MSP, and graduation. The purpose of the experiential learning teams is to strengthen leadership and interpersonal skills, select real issues to resolve as action learning project, to research and present solutions to Executive Director and senior leaders, and to expose candidates to benchmarking activities. The monthly rotation of team leaders gave all candidates the opportunity to serve as team leader and develop leadership skills. Other learning activities included executive interviews with two internal senior leaders and one external to facilitate exposure to senior leaders; 3 leadership readings with written reports; and coaching on LEI interpretation and coaching by GS program managers and team facilitators.

The lessons learned by the PHD management succession program are that top leadership involvement (not just approval) makes the program more effective. The developmental program serves to bond future leaders. Addressing real organizational issues makes the experience more useful for future assignments. The *Built to Last* experience was an eye opener for participants. The negative factors were outside influences due to non-residential program, role of the human resources staff wasn't clear, graduation requirements and consequences were not clear (eligible for promotion but not guaranteed), the supervisor's role in the 360 degree assessment needed to be emphasized more, more thorough secondary benchmarking research was needed, and PHD had waited too long to begin developing future leaders.

Best Practices currently in succession management planning:


**How to Measure and Improve Customer Satisfaction with Federal Government Web Sites**

The Internet has redefined the relationship between government and its citizens. Web sites offer federal agencies unique ways to reach customers, whether offering valuable information, providing customer support, or building customer relations. Recognizing that customer satisfaction is critical to the success of a website, agencies are searching for accurate ways to both measure and impact it. ForeSee Results has developed a solution using the proprietary methodology behind the American Customer Satisfaction Index (ACSI). Larry Freed and William Gillers described how one agency has been able to use the data from surveying its web site customers to make valuable, customer-focused web investments to better serve users. The workshop provided real examples and practical solutions and information on tools and technology.